

ANTHROPOLOGY 4FF3
DIGGING THE CITY: THE ARCHAEOLOGY OF URBANISM
Fall 2021

Instructor: Dr. Andy Roddick
Live (Synchronous) Lecture:
Wednesdays 8:30-11:20 am (Via Zoom)
Recording of these lectures posted by
the end of day on Weds*

Email: roddick@mcmaster.ca
Office Hours: Held on zoom, set up via
Calendly app on A2L

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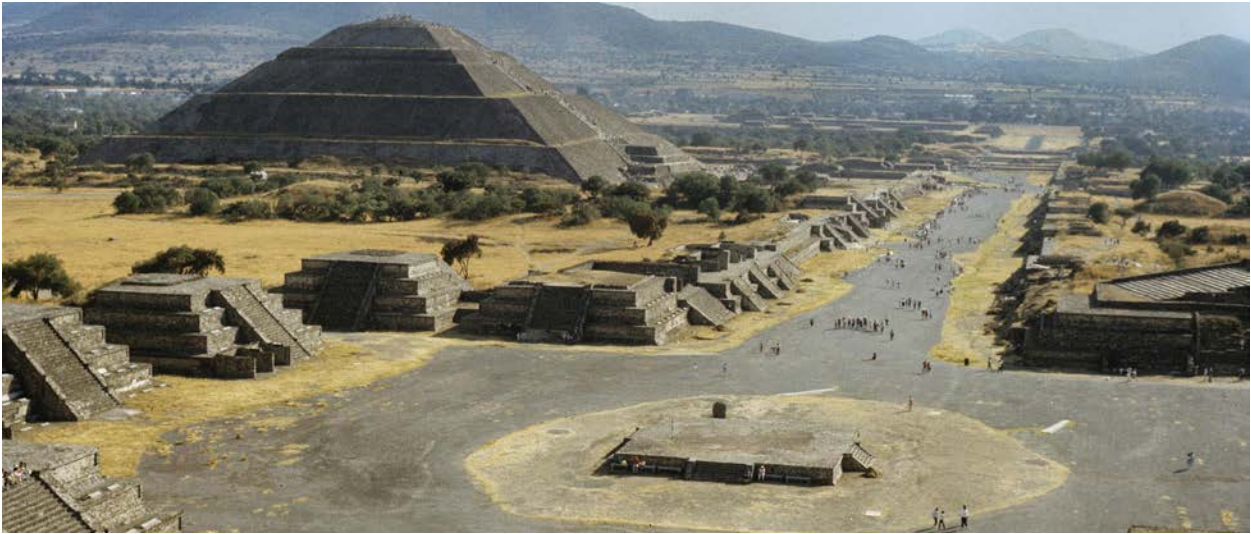
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Course Description



The ancient city of Teotihuacan.

What is a city? What assumptions do we bring to the study of ancient cities? And how have archaeologists traced urban histories and the topographies of contemporary city spaces? This seminar investigates the archaeology of cities, focusing on ancient urban spaces and archaeological contributions to the anthropology of the modern city.

Our focus in this class engages cities across space and time – from Cahokia to Tiwanaku, from Angkor Watt to modern New Orleans. We will explore the connections between ancient urbanisms and the post-industrial cities we live in today. We will look at a range of topics, from infrastructure and neighbourhoods, to the role of cosmologies and economic systems. In order to understand urban emergence/transformation and to evaluate competing interpretations of urban spaces, we learn about a wide variety of approaches, from classic Marxist approaches to the recent exploration of “new materialism” frameworks.

This course is being offered during the COVID-19 pandemic. This course consists of on-line lectures and groups discussions. While the recordings from our discussions will be posted should you need to be absent, you are strongly encouraged to participate in the discussions with your fellow students. We are certainly experiencing certain frustrations in universities, but also a number of new possibilities. This course will take advantage of our virtual realm by inviting several prominent scholars of the archaeological city into our seminar.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline

may be changed. Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn will supersede previously published outlines until published course outlines are updated.

Course Objectives

By the end of this course, you should all be able to:

- Understand the wide variety of analytical methods employed by archaeologists exploring both ancient and modern cities.
- Identify the wide variety of theoretical approaches used by anthropologists and archaeologists to explore variation in urban forms across space and time.
- Critically evaluate and assess the arguments presented in studies of cities, and the basic assumptions, theories, and methods utilized in those studies.
- Present a detailed synthesis of a particular urban space through a careful investigation and synthesis of archaeological scholarship.

Required Materials and Texts

The majority of the readings for this course will consist of chapters and articles posted on A2L. These readings are listed in the schedule below but are subject to change (with fair warning). Two other optional books may also be of use in this course:

1. Marcus, J., & Sabloff, J. (2008). *The Ancient City: New Perspectives on Urbanism in the Old and New World*.
2. Harris, O. J. T., & Cipolla, C. (2017). *Archaeological theory in the new millennium: Introducing current perspectives*. Taylor & Francis.

The first book is a good introduction to some of the issues we are exploring in this course. We will include a few chapters from this book (I will provide PDFs, under the fair usage allowance). Other chapters may prove useful. The second book is one of the better introductions to archaeological theory. While it won't cover all of the approaches touched on this course, it is a well-written and clear entry into the social theory employed by many archaeologists today. It may be useful for your short paper.

On-line Virtual Spaces

In this class we will work in three virtual spaces provided by Zoom, Miro, and Avenue to Learn. Our weekly meetings will take place in Zoom, using a repeated meeting address that will be shared before our first meeting. I understand that bandwidth and privacy can

be an issue, but I encourage you to keep your microphones and videos on if possible. If you'd prefer not, please use the chat extensively to keep a sense of community in our discussions. These live meetings will be recorded. We will do some live collaborative work using the app Miro (<https://miro.com/apps/>). I will distribute a handout on setting up the application the week before classes begin. This app is free to use for those with a university email address. All our meeting recordings and handouts will be posted on Avenue to Learn (A2L), and out-of-class discussions will take place on discussion boards in this virtual space.

Course Expectations and Requirements:

Your primary responsibility as a student is to master the material presented in class and in the readings. This is an easily achieved objective. Do the readings and attend the lectures. I encourage you to attend live sessions and to turn on your camera (I prefer to lecture to visible humans than a blank screen!) I strongly recommend you attend our seminars having completed the reading ahead of time each week but *especially when we host guest speakers*. I understand all of you come from a variety of backgrounds and have various strengths and weaknesses. I also understand that we are currently in an extremely stressful, difficult time. At three points during the semester, you will fill out "check-ins" using links provided on Avenue to Learn, to help me evaluate what is working and is not working. I will adapt as best as possible. Any changes in the course structure or assignments will be clearly communicated. If you have any questions or feel unsure about any class material, see me during office hours as soon as you recognize a problem. If you get behind due to family or personal circumstances, we will work together to find a solution. Please DON'T wait until the end of the semester.

Course Evaluation – Overview

30% Weekly annotations (10 total, 3% each)

20% Guest lecture intro/questions/discussion

15% Archaeological Approach to Urbanism short paper

35% Final paper

Course Evaluation – Details

10 Weekly annotations (30%)

Each week, you will be carefully reading a series of articles or book chapters. While you will read *all of the required readings* (as they are critical to understand the lectures and succeed in your other assignments), you will upload a detailed annotation on one of these readings starting the week of January 18th. These annotations, or reading reactions, are worth 30% of your grade (10 x 3%). You will share these 2-3 paragraph

synopses on A2L by Monday night to help structure our discussions. Your goal is not to decide whether you liked or disliked the articles. Instead, you will want to compare the piece to other works we have looked at and ask yourself several questions. What was their scale of study? Did you understand the different approaches and research designs? What kinds of data were used for the investigation? Was there a theoretical approach? If so, how did that approach influence their methodology, findings, and interpretation? Why is this research relevant to archaeology or anthropology in general? (These questions are simply suggestions, and in some cases other types of questions will be appropriate).

Guest Lecture intro/questions/discussion (20%)

This semester we are lucky to have several prestigious scholars join us in our zoom sessions. These researchers have all worked at major urban centers or grappled with issues pertinent to archaeologies of urbanism: Sarah Baires (the North American city of Cahokia), Alexei Vranich (the South American Andean city of Tiwanaku), John Walker (lowland Amazonian proto-urbanism), Ed Swenson (the Cambodian city of Angkor Wat), and Laura McAtackney (the modern city of Dublin). Several of you will prepare us for each of these visits, structure some well thought-out questions, and reflect on their talks. For the speaker you are assigned, you will prepare a short synopsis (~1-2 paragraph) of who they are and the kind of archaeological work they do. You will also prepare two succinct questions based on their readings. The Tuesday before their visit you will upload these documents (worth 10%) to A2L so that I can share the questions with the speaker before they “arrive” in our zoom session. You will then prepare a synopsis of their talk (~1 page, 10%) due before our next class. More details and a sign-up sheet will be provided by the second week of the course.

Archaeological Approach to Urbanism Short Paper (15%)

This short paper consists of a list of publications and a succinct but detailed discussion of a particular theoretical approach to urbanism. You will share with the class how to best access the source, and you will review someone’s use of that source. I will provide some options in week 3 (some examples, however, are urban ecology, collective action, new materialism, or phenomenology). You are free to seek out approaches of your own but should check with Dr. Roddick before completing the assignment. Your short paper will be uploaded to A2L, but you should be prepared to discuss your findings with the class. Your list of citations should include 5-15 books, articles, web resources that discuss the critical or sophisticated use of the approach. The list might also include works, from any number of disciplines, which intelligently make use or contribute to this archaeological approach. This short paper (2-3 pages double spaced, plus bibliography)

is due February 24th. These papers – both your own and those of your peers – should be useful for thinking about your final research paper!

Final paper (35%)

Your final paper for this class consists of research into a city, investigating several questions inspired by class readings and discussions. I am fairly open to time, place, and question. You are certainly allowed to delve deeper into one of the cities (or ideas) discussed in class. Nevertheless, it is important that we “workshop” your research question/thesis statement to make sure it is specific enough to address in this course. As such, the paper is divided up into several steps:

Step 1: Brainstorming session. Bring a list of ideas (topics, places, etc.) to class on March 10th.

Step 2: Your one-page proposal. By March 27th you will have homed in on a particular essay topic, and in this class bring your one-page proposal for that essay. Write it as a letter to me as editor for the new edited collection. (5%)

Step 3: Write the essay. Your final essay should be approximately 10-12 pages long (2,500 – 3,000 words). Further instructions on the paper will be provided. In our final *optional* meeting on April 14th, you can bring a copy of your rough draft for peer-editing. (If you prefer to skip this class to work on your paper, that is fine – I would just urge you to find someone to closely read a draft version!). The final paper will be turned in on the first day of exams on April 15. (30%)

Weekly Course Schedule and Required Readings

Week 1 (January 13) Introductions

What is a City? From known urban spaces to deep alterity

Read:

Williams, Raymond. 1985. *Keywords: A Vocabulary of Culture and Society*. Oxford University Press, USA.

Marcus, J., & Sabloff, J. (2008). Introduction. In *The Ancient City: New Perspectives on Urbanism in the Old and New World*.

Optional Reading (but highly recommended!):

Miéville, China. 2009. *The City & the City*. (Fiction that will change how you think about living in cities and how you interact with your fellow city dweller!)

Wengrow, David 2020. Rethinking Cities, from the ground up.
<https://medium.com/whose-society-whose-cohesion/rethinking-cities-from-the-ground-up-73d92059b15f>

Handout: On Reading Critically and Annotating

****Do:** Fill out on-line introductory poll before class. Sign up for weekly annotations AND for visiting scholar assignment by January 19th.

Week 2 (January 20) Intellectual Foundations Anthropologists, Archaeologists, and the City

Read:

Grinsell, Sam. 2020. The city is a lie (<https://aeon.co/essays/cities-are-a-borderland-where-the-wild-and-built-worlds-meet>)

Childe, V. Gordon. 1950. "The Urban Revolution." *The Town Planning Review* 21 (1): 3–17.

Smith, Michael E. 2016. "How Can Archaeologists Identify Early Cities? Definitions, Types, and Attributes. In *Eurasia at the Dawn of History*, edited by Manuel Fernandez-Gotz and Dirk Krausse, 153–68. Cambridge: Cambridge University Press.

Emberling, Geoff. 2003. "Urban Social Transformations and the Problem of the 'First City': New Research from Mesopotamia." *The Social Construction of Ancient Cities*, 254–268.

****HAND IN:** Weekly Annotations by January 18th Midnight

Week 3 (January 27) Planning and Infrastructure The case of Cahokia (with visit from Dr. Sarah Baires, Eastern Connecticut University)

Read:

Baires, S. E. (2017). *Land of water, city of the dead: Religion and Cahokia's emergence*. University of Alabama Press. Pauketat, T. R., Alt, S. M., & Kruchten, (*Specific Chapter to be announced in Week 2!*)

Pauketat, T. (2020). What constituted Cahokian urbanism? In G. Farhat (Ed.), *Landscapes of Preindustrial Urbanism* (pp. 89-114). Washington, DC.: Dumbarton Oaks Research Library and Collection.

Morrison, K. (2018). Empires as Ecosystem Engineers: Toward a Non-Binary Political Ecology." *Journal of Anthropological Archaeology* 52: 196-203.

Smith, M.L. (2016). "Urban Infrastructure as Materialized Consensus." *World Archaeology* 48 (1): 164–78. <https://doi.org/10.1080/00438243.2015.1124804>.

**HAND IN: Weekly Annotations by January 25th Midnight

Week 4 (February 3) Households & Neighbourhoods

The case of Teotihuacan

Read:

Hendon, Julia A. (2009). "Maya Home Life." *Domestic Life in Prehispanic Capitals: A Study of Specialization, Hierarchy, and Ethnicity* 46: 105.

Cowgill, G. L. (2003). Teotihuacan: Cosmic glories and mundane needs. In M. L. Smith (Ed.), *The social construction of ancient cities* (pp. 37-55). Smithsonian Institution Press Washington, DC.

Stone, Elizabeth C. (2019). "Neighborhood as an Archaeological Concept." *Archeological Papers of the American Anthropological Association* 30 (1): 185–91.

Pacifico, David, and Lise A. Truex. (2019). "Why Neighborhoods? The Neighborhood in Archaeological Theory and Practice." *Archeological Papers of the American Anthropological Association* 30 (1): 5–19.

Optional Reading (but highly recommended!):

Sugiyama, S. (2004). Governance and Polity at Classic Teotihuacan. In *Mesoamerican Archaeology*, edited by Julia A. Hendon and Rosemary A. Joyce, pp. 97-123. Blackwell.

Wade, L. (2020). Astounding new finds suggest ancient empire may be hiding in plain sight. <https://www.sciencemag.org/news/2020/02/astounding-new-finds-suggest-ancient-empire-may-be-hiding-plain-sight>

*Do: Course check-in number one (link on A2L)

**HAND IN: Weekly Annotations by February 1st Midnight

Week 5 (February 10) Public Spaces

The case of Tiwanaku (with visit from Dr. Alexei Vranich)

Read:

Vranich, A. (2006). The construction and reconstruction of ritual space at Tiwanaku, Bolivia (A. D. 500-1000). *Journal of Field Archaeology*, 31(2), 121-136.

Isbell, W. H., & Vranich, A. (2004). *Experiencing the cities of Wari and Tiwanaku*. Andean Archaeology, Blackwell, Malden, MA,

Inomata, Takeshi. 2006. "Plazas, Performers, and Spectators: Political Theaters of the Classic Maya." *Current Anthropology* 47 (5): 805–42.

Low, S. M. (2010). *On the plaza: The politics of public space and culture*. University of Texas Press. (Specific Chapter to be announced in Week 4!)

**HAND IN: Weekly Annotations by February 8th Midnight

Week 6 (February 17) Reading Week

No Class

Week 7 (February 24) Animism, Perception, and the New Materialisms

More on the case of Tiwanaku

Read:

Harris, O. J. T., & Cipolla, C. (2017). *Archaeological theory in the new millennium: Introducing current perspectives*. Chapter 8: Finding Symmetry: Actor-Network-Theory and New Materialisms. Taylor & Francis.

Weismantel, M. (2015). Seeing like an archaeologist: Viveiros de Castro at Chavin de Huantar. *Journal of Social Archaeology*.

Janusek, J. W. (2020). Assembling Tiwanaku: Water and stone, humans and monoliths. In S. M. Alt & T. R. Pauketat (Eds.), *New Materialisms Ancient Urbanisms* (pp. 94-129). Springer.

Roddick, A. P., & Janusek, J. W. (2018). Moving between Homes: Landscape, mobility, and political action in the Titicaca basin. In J. Jennings & E. Swenson

(Eds.), *Powerful Places in the Ancient Andes* (pp. 287-322). Albuquerque: University of New Mexico Press.

Optional Reading (but highly recommended!):

Harris, O. J. T. (2020). Commentary: The City and the City. In S. M. Alt & T. R. Pauketat (Eds.), *New Materialisms Ancient Urbanisms*. Springer.

Sennett, R. (1994). Flesh and Stone: The Body and the City in Western Civilization. *Especially, Body and City, 15-27 and Moving Bodies, 255-281*

*Do: Course check-in number two (link on A2L)

**HAND IN: Weekly Annotations by February 22nd Midnight, AND Archaeological Approach to Urbanism short paper.

Week 8 (March 3) Experiencing the (ambiguous) City

The case of Amazonian urbanism (with visit from Dr. John Walker, University of Central Florida)

Read:

Kolar, M. A. (2017). Sensing sonically at Andean Formative Chavín de Huántar, Perú. *The Journal of Archaeology, Consciousness and Culture*, 10(1), 39-59.

Bartosiewicz, L. (2003). There's something rotten in the state...': Bad smells in antiquity. *European Journal of archaeology*, 6(2), 175-195.

Heckenberger, M. J., J. C. Russell, C. Fausto, J. R. Toney, M. J. Schmidt, E. Pereira, B. Franchetto, and A. Kuikuro. (2008). "Pre-Columbian Urbanism, Anthropogenic Landscapes, and the Future of the Amazon." *Science* 321 (5893): 1214–17.

Walker, J. H. (2018). *Island, River, and Field: Landscape archaeology in the llanos de mojos*. University of New Mexico Press. Chapter 7: Taking Place, Making Places

*Do: Prepare for in-class brainstorming session for final paper next week!

**HAND IN: Weekly Annotations by March 1st Midnight

Week 9 (March 10) Economy and Population

The case of ancient African cities

** In-class brainstorming for final paper

Read:

McIntosh, Roderick J., and Susan Keech McIntosh. (2003). "Early Urban Configurations on the Middle Niger: Clustered Cities and Landscapes of Power." *The Social Construction of Ancient Cities*, 103–120.

Patel, S. (2014). Stone Towns of the Swahili Coast. *Archaeology*, Jan-Feb.

Fleisher, J. and S. Wynne-Jones. (2012). "Finding Meaning in Ancient Swahili Spatial Practices." *African Archaeological Review* 29:171-207

*Do: Check-in number three (link on A2L)

**HAND IN: Weekly Annotations by March 8th Midnight

Week 10 (March 17) Low Density Cities and Religious Monuments

The case of Angkor Watt (with visit from Dr. Ed Swenson, University of Toronto)

Read:

Swenson, E. (2013). Interpreting the political landscape of early state religions. In M. Lambek & J. Boddy (Eds.), *A Companion to the Anthropology of Religion* (pp. 471-488.). London: Wiley-Blackwell.

Evans, D., Pottier, C., Fletcher, R., Hensley, S., Tapley, I., Milne, A. et al. (2007). A comprehensive archaeological map of the world's largest preindustrial settlement complex at Angkor, Cambodia. *Proceedings of the National Academy of Sciences*, 104(36), 14277-14282.

Coe, M. D. (2008). Urbanism and the classic Khmer. *Urbanism in Mesoamerica*, 715-731.

Fletcher, R., Penny, D., Evans, D., Pottier, C., Barbetti, M., Kummu, M. et al. (2008). The water management network of Angkor, Cambodia. *Antiquity*, 82, 658-670.

*Do:

**HAND IN: Weekly Annotations by March 15th Midnight

Week 11 (March 27) Optional Class to Work on Final Paper proposals!

**HAND IN: One-page proposal for final paper by March 25th Midnight.

Week 12 (March 31) A return to the here: Archaeology of the contemporary City

The case of modern Dublin (with visit from Dr. Laura McAtackney, Aarhus University)

Read:

Low, S. (2001). The Edge and the Center: Gated Communities and the Discourse of Urban Fear, *American Anthropologist* 103(1): 45-58

McAtackney, L., & Ryzewski, K. (2017). Introduction: Contemporary archaeology and the city: Creativity, ruination, and political action. In K. Ryzewski & L. McAtackney (Eds.), *Contemporary Archaeology and the City: Creativity, Ruination, and Political Action* (pp. 1-28). Oxford: Oxford University Press.

McAtackney, L. (2019). Material and intangible interventions as future-making heritage at Kilmainham Gaol, Dublin. *Journal of Contemporary Archaeology*, 6(1), 120-135.

Optional (but highly recommended!)

Listen to "The Arsenal of Exclusion" from podcast 99% invisible.

Higgins, C. (2019). Lore of the Jungle: unearthing treasures from the Calais camp <https://www.theguardian.com/artanddesign/2019/may/16/calais-jungle-archaeological-dig-pitt-rivers-oxford>

****HAND IN: Weekly Annotations by March 29th Midnight**

Week 13 (April 7) Temporality and the Future of Cities

The case of modern New Orleans

Read:

Dawdy, S. L. (2010). Clockpunk anthropology and the ruins of modernity. *Current Anthropology*, 51(6), 761-793.

Dawdy, S. L. (2016). *Patina: A profane archaeology*. University of Chicago Press.
Specific chapter to be determined in week 12

Graff, R. S. (2017). Embers from the house of blazes: fragments, relics, ruins of Chicago. In K. Ryzewski & L. McAtackney (Eds.), *Contemporary Archaeology and the City: Creativity, Ruination, and Political Action* (pp. 91-110). Oxford: Oxford University Press.

****HAND IN: Weekly Annotations by April 5th Midnight**

Week 14 (April 14) (Optional class to work on final paper)

****HAND IN: Final paper by first day of exams (April 15)!**

Course Policies

Submission of Assignments

[Insert policy on format of assignments and how to be submitted]

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+

MARK	GRADE
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments take place, and are due, on the day listed in the syllabus; If you fail to upload assignments on time (and do not use an MSAF), a standard late policy of would recommend having a standard late policy, for situations when you have not given an extension, or when the MSAF is not used, a late policy of 10% off per day late (including weekends).

Absences, Missed Work, Illness

If you are absent due to illness, you will receive one extension within a reasonable time-frame (to be worked out with Dr. Roddick). After this one extension, any subsequent missed work will require documentation.

Email

With our transition to online teaching and learning, we are all dealing with a significant increase in email communications. Emails will only be answered on weekdays during business hours. Please understand that we (Dr. Roddick and your TAs) often cannot respond immediately. Dr. Roddick will read and respond to 2PA3 emails twice a day - once in the morning and once in the evening. Emails sent within 24 hours of an assignment deadline or exam may not be answered in time. Sometimes email will not be appropriate to answer a question or work through an issue. In such cases consider schedule an online Zoom office-hour. Other suggestions for e-mailing:

- When you write an email, you should always make sure to review your message before hitting send.
- Remember that emails between students and instructors should always be respectful and, unless otherwise stated, formal. Clearly state why are you writing and what you hope to achieve with your email.
- The subject line of an email is important for conveying the main message of your email. Always be as specific as possible. For emails related to a specific course, it is useful to include the course code in the subject line.

* Please see this website for more on effective e-mail communication with your professors <https://academicpositions.com/career-advice/how-to-email-a-professor>

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies

Online Elements

This course includes on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Course Modifications

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized

distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.

Improper collaboration in group work.

Copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights

& Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. <https://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work>

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.